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Examining Current and Proposed Home Language Surveys in California in Relation to Initial English Language Proficiency Assessment Results: An Exploratory Study

AUTHORS:

Eric Haas, WestEd

Loan Tran, WestEd

Robert Linquanti,
California Comprehensive Center, WestEd

Alison Bailey, UCLA

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Summary

This exploratory study addresses questions of how best to determine which newly registering students are English learners who therefore need specialized supports to meaningfully participate in English-dominant school settings. The data are from two different surveys that were taken by newly registering students' parents and guardians and used to identify potential English learners: the home language survey currently used in California (referred to in this study as the "current survey"), and a newly developed home language survey (referred to in this study as the "proposed survey"). The study looked at results from both surveys in relation to students' subsequent scores on the state's initial English language proficiency test. The study used a convenience sample of California students who were registering for kindergarten through grade 6 in 15 schools for the 2015/16 school year.

Each home language survey asks questions about a student's language use and exposure. The current survey has 3 primary questions, and the proposed survey has 14 questions. The surveys prompt parents and guardians to name a language—English or a language other than English—as the child's primary language for the context described in each question. Some questions on the proposed survey prompt parents or guardians to indicate multiple languages, if appropriate. The study compares which students were identified as potential English learners by their parents' or guardians' responses on the current survey and on the proposed survey. The study also compares which students might be identified as potential multilingual students based on their parents' or guardians' responses to the questions in each survey.

Each student in the sample who was identified as a potential English learner by the current survey, as required by California state regulations, was then administered the initial California English Language Development Test (CELDT) to determine the student's level of English proficiency.¹

Those students who scored below the performance standard for English proficiency were classified as English learners and placed in classes with specialized language development supports. Those who scored at or above the English-proficient performance standard were classified as initial fluent English proficient (IFEP) and placed in classes without specialized language development supports. The study calculated the percentage of potential English learners identified by each survey who were subsequently classified as English learners by the initial CELDT.

For the sample of newly registering students, the study found that

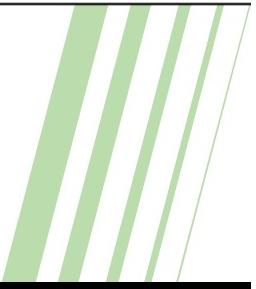
- » Of the students identified as potential English learners by the current home language survey, 90 percent were then classified as English learners by their initial CELDT scores; of the students identified as potential English learners by the

¹ There are five levels of English proficiency on CELDT: Beginning, early intermediate, intermediate, early advanced, and advanced. Students attain the level deemed English-proficient if they score at early advanced or advanced. See appendix A for more details.



proposed home language survey, using the criterion of having at least one response of a language other than English, 89 percent were then classified as English learners by their initial CELDT scores;

- » The proposed home language survey, using the criterion of having at least one response of a language other than English, identified 14 percent more students as potential English learners than did the current home language survey; and
- » The proposed home language survey identified nearly 40 percent of the students as potential multilingual learners (fluent in both English and one or more other languages), compared to 6 percent of the students so identified by the current home language survey.



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Why this study?

As the nation's K–12 student population becomes increasingly multilingual, states have grown concerned about erroneously identifying students as potential English learners (through home language surveys that have not been validated) and then mistakenly classifying them as English learners due to measurement error on the tests used to determine English proficiency (Bailey, 2010a, 2010b; Linquanti & Cook, 2013; Linquanti & Bailey, 2014).

California, like many states, has a growing population of students whose families speak a language other than English (Quality Counts, 2009). In the 2014/15 school year, 1.392 million students were assessed and classified as English learners (California Department of Education, 2015d). Accurately determining which students are sufficiently proficient in English to meaningfully participate in English-dominant school environments without specialized learning supports is an important and legally required educational function (Haas & Gort, 2009; Hakuta, 2011; Linquanti & Bailey, 2014). When done correctly, this initial English proficiency determination will classify students for placement in the most appropriate learning environment: English learner students will receive additional supports to become proficient in English while gaining content knowledge as they do so, and schools will avoid providing these services unnecessarily to proficient English-speaking students (see, e.g., Bailey, 2007; Boals et al., 2015).

Identifying potential English learners using the home language survey

Each state has its own policy for identifying English learner students. In most states, this identification process begins with administering a home language survey (California Department of Education, 2015a; National Research Council, 2011). In California, the home language survey is used to determine which students may be English learners and therefore require initial assessment to determine (confirm or disconfirm) if they are in fact English learners (Linquanti & Cook, 2013). State policies for the development and administration of home language surveys range from allowing districts local control of the questions and process, to providing a template for districts to use in developing their own home language survey, to specified questions and processes to be implemented consistently statewide (see National Research Council, 2011; Bailey & Kelly, 2010, 2013). At school registration, the parent or guardian completes a home language survey for their child. Home language surveys generally ask questions about the registering student's language understanding, use, and exposure (Linquanti & Bailey, 2014).

The California Department of Education provides sample home language questions for districts in the state to adopt as a minimum, and every district effectively adopts these questions as its home language survey (California Department of Education, 2015a). The California home language survey currently used by districts (referred to in this study as the "current survey") has four questions:

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?

- 
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
 4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Parents or guardians who complete the home language survey indicate at least one language for each of the four questions: English or a language other than English. Some parents or guardians respond to one or more questions with both English and a language other than English. For the purposes of identifying potential English learner students, if a parent or guardian responds with both English and a language other than English to a given question, the answer is considered to be a language other than English for purposes of identifying potential English learner students.

Student assessment and classification by language status

Responses on the home language survey determine whether a student is then asked to proceed to a second step: taking the state's initial English language proficiency test. Most states use a brief "screener" assessment of initial English language proficiency, while five states (including California) use their full, summative English language proficiency assessment for initial classification purposes (Cook & Linquanti, 2015).

In California, if a newly registering student's parent or guardian responds to any of the first three questions on the home language survey with a language other than English (or both English and a language other than English), then the student is considered to be a potential English learner and is required to take the initial California English Language Development Test (CELDT). If the parent or guardian responds with English on each of the first three questions and a language other than English on the fourth question, then the school or district has discretion as to whether to require the student to take the initial CELDT. This study focuses on parents' and guardians' responses to the first three questions.²

Those students in California whose home language survey responses do not require them to take the initial CELDT are designated as monolingual English speakers and are placed in classes that do not offer specialized supports for English learners. Those students who take the initial CELDT and score at the proficient performance standard are designated as initial fluent English proficient (IFEP) and are also placed in mainstream classes without specialized supports. Those students who take the initial CELDT and score below the proficient performance standard are classified as English learners and are placed in classes that provide specialized instructional support for English language development (ELD) and specialized content-area instruction (either bilingually or via structured English immersion). English learner students are expected to receive specialized instructional services appropriate to their level of English proficiency until they meet the criteria for exiting the English learner classification.

The relationship between identification of students as potential English learners and classification as English learners is illustrated in figure 1.

² Data on the results from question 4 of the current home language survey can be found in appendix B, table B1.

Figure 1. Relationship of home language survey result to initial English language proficiency assessment result

		Initial ELP Assessment Result (Stage 2)	
		Proficient	Not Proficient
HLS Result (Stage 1)	Potential English Learner	1 IFEP	2 English Learner
	Not Potential English Learner	3 EO	4 ''Discovered''

Notes: IFEP = initial fluent English proficient; EO = monolingual English speaker (English only); ELP = English language proficiency; HLS = home language survey; “Discovered” = students initially identified on HLS as monolingual English speakers who were later discovered to be English learners.

Sources: Bailey, 2010b; Linquanti & Cook, 2015.

As illustrated in figure 1, the outcomes of home language survey decision rules categorize students as potential English learners or not potential English learners. Potential English learner students then proceed to the initial English language proficiency assessment, which results in students being classified either as initial fluent English proficient (IFEP) (cells 1 and 2, respectively) or as an English learner. While students determined through the home language survey to not be potential English learners (i.e., to be monolingual English speakers) are not initially assessed with the English language proficiency test; “false negative” cases (students who are in fact English learners) have been “discovered” by teachers once students are placed in classrooms (Linquanti & Cook, 2015).

Rationale for this study

The California Department of Education, within the context of a national dialogue on English learner identification and classification (Linquanti & Bailey, 2014; Cook & Linquanti, 2015), is interested in exploring the relationship between parent/guardian responses to the current home language survey, their responses to proposed survey questions, and initial CELDT performances. There has been a concern as administrations of the initial CELDT regularly identify notable percentages of examinees who score as initial fluent English proficient. For example, in the 2012/13 school year, over 52,000 (or 17%) of



the more than 300,000 initial CELDT examinees score as initial fluent English proficient (California Department of Education, 2011). Moreover, some parents have stated that their students were wrongly identified as potential English learners and then wrongly classified as English learners once tested (Bailey et al., 2015). This situation has also led to reported cases of parents inaccurately reporting the language use of their students on home language survey questions (Abedi, 2008; Bailey & Kelly, 2013; Bailey et al., 2015).

In partial response to these issues, the California Department of Education convened an expert panel to examine alternative home language survey questions with the potential to better capture the multilingual reality of students' language environments, distinguish students who are truly bilingual or multilingual (currently fluent in English and at least one other language), narrow the pool of students requiring initial assessment, and improve the predictive accuracy of decision rules used to interpret the answers to home language survey questions. That is, the California Department of Education would like to examine whether the current survey or the proposed home language survey, with the accompanying decision rules, can be an effective tool for identifying potential English learners who should take the initial English proficiency assessment as well as multilingual students who are fluent in English and so should not take the initial English proficiency assessment (see, e.g., Boals et al., 2015; Linquanti & Cook, 2013). In other words, the California Department of Education wanted to determine whether there are home language survey questions and decision rules that better recognize the multilingual capacity of California's K–12 students than those on the current survey and that thus have the potential to decrease the extent of false positives and negatives that currently occurs. This improved accuracy would prevent the provision of services to students who do not actually need them and would better ensure that students who need specialized support services actually get them. In effect, an improved home language survey would be comprehensive enough to minimize false negatives (students designated as monolingual English speakers who are not in fact proficient in English) and yet not so sensitive that it creates more than a minimum number of false positives (students identified as potential English learners who are in fact proficient in English).

Finally, the decision regarding the adoption of a new home language survey should also take into account the feasibility of implementation. An optimal home language survey would be one that more accurately predicts which students will be subsequently classified as English learners, with a minimum burden on respondents and on the school and district staff who administer the surveys.

Over a 15-month period, ending in October 2014, the expert panel developed a new, 14-question home language survey, referred to in this study as the "proposed survey." Its questions are grouped into three clusters: current language use, frequency of language use, and frequency of language exposure. The initial draft of the proposed survey was reviewed and revised based on feedback from focus groups of parents with a wide range of home language backgrounds, including several parents with children designated as English learners by their school districts (Bailey et al., 2015). The resulting questions for the proposed survey are as follows:

Current Language Use

- 1.a. Which language or languages does your child **currently understand**?
- 1.b. Which language or languages does your child **currently speak**?³
- 1.c. Which language or languages does your child **currently read**? (Not applicable)⁴
- 1.d. Which language or languages does your child **currently write**? (Not applicable)

Frequency of Language Use

- 2.a. Which language does your child most frequently **use** at home with parent(s)/guardian(s)?
- 2.b. Which language does your child most frequently **use** at home with brothers and sisters? (Not applicable)
- 2.c. Which language does your child most frequently **use** at home with other family members/caregivers? (Not applicable)
- 2.d. Which language does your child most frequently **use** in school or preschool? (Not applicable)
- 2.e. Which language does your child most frequently **use** outside of home and school with friends and others?

Frequency of Language Exposure

- 3.a. Which language does your child most frequently **hear**⁵ at home with parent(s)/guardians?
- 3.b. Which language does your child most frequently **hear** at home with brothers and sisters? (Not applicable)
- 3.c. Which language does your child most frequently **hear** at home with other family members/ caregivers? (Not applicable)
- 3.d. Which language does your child most frequently **hear** in school or preschool? (Not applicable)
- 3.e. Which language does your child most frequently **hear** outside of home and school with friends and others?

A Spanish-language version of the proposed home language survey (see appendix C) was also presented to parents and guardians in the sample for this study. School and district staff presented both the English- and the Spanish-language versions together, and parents and guardians chose which one they wanted to complete.

³ For American Sign Language (ASL) users, to “speak” means to sign using ASL.

⁴ “Not applicable” is listed as an option for some questions on the proposed home language survey.

⁵ For ASL users, to “hear” means to view ASL being signed.



For each of the 14 questions on the proposed home language survey, parents or guardians are expected to answer: English, a language other than English, both English and a language other than English (question cluster 1 only), or not applicable (where that is a listed option). If a parent or guardian answers both English and a language other than English, this study treats the answer as a response of a language other than English, unless otherwise noted.

Having supported development of the proposed survey, the California Department of Education is interested in examining the extent to which the proposed survey's breadth in identifying potential English learners and potential multilingual students and its accuracy in predicting which will receive English learner classification as determined by the initial CELDT is greater than that of the current survey. To gather initial evidence on these determinations and consider decision rules needed for them, both the current and proposed surveys were administered to a sample of 692 newly registering students from 15 schools in California. This report describes the relationships among the responses on the two surveys and student outcomes on the initial CELDT. The analyses are intended to assist the California Department of Education in determining whether more extensive study on efficacy of the proposed survey is warranted.

What the study examined

This study examined responses on the home language survey currently used in California, the newly developed home language survey, and the initial CELDT results for students who newly registered for the 2015/16 school year during March–August 2015 in 15 schools from five California districts. The participating schools constitute a convenience sample meeting two criteria: (1) at least 25 percent of each school’s students were English learners during the previous 2014/15 school year, and (2) the school’s staff members were willing and able to administer the additional proposed home language survey and provide the requisite data.

From these schools, researchers received at least a partially completed proposed survey—which was the initial qualification for inclusion in the study—from a total of 692 newly registering students. The students registered for grades ranging from kindergarten through grade 6. Approximately 70 percent of the participating students were registering for kindergarten. The specific percentages of students registering for each grade level varied somewhat for analyses that focused on subgroups within the full sample. The numbers of students included in the analytic samples varied for different analyses due to differing criteria for each different analysis (e.g., some analyses required a complete proposed survey, others required a complete current survey, and others required both surveys completed).

The parents or guardians of each of the 692 students also completed the current survey, as required by California regulations. The schools or districts then administered the initial CELDT to the students who were identified by the current survey as potential English learners. Only students identified by the current survey as potential English learners took the initial CELDT. Students identified as monolingual English speakers by the current survey were not asked to take the initial CELDT. Limiting the CELDT administration based on results from the current survey was done for convenience: The schools and districts did not have the resources to administer the initial CELDT to additional students. As a result, students who were designated as monolingual English speakers by the current survey (those whose parents or guardians responded with an answer of English for all questions) but whose parents or guardians gave at least one answer of a language other than English on the proposed survey were not assessed and so did not have an initial CELDT score. (See the “Limitations of the study” section later in this report for additional discussion.) (See appendix A for more details.)

The study addressed the following research questions:

1. What percentage of students identified as potential English learners by the current home language survey were confirmed as English learners by the initial CELDT (“predictive accuracy rate”)? On the proposed home language survey, how many total responses of a language other than English were needed to at least equal the predictive accuracy rate of the current home language survey?
2. In answering questions on the current and proposed home language surveys, how often did parents and guardians respond with English, a language other than English, or both English and a language other than English? To what extent was

one home language survey more sensitive in identifying potential English learner or multilingual students than the other?

Total counts and percentages were used to answer each research question. The numbers and percentages of responses of English, a language other than English, or “both” (English and a language other than English in the same question response) were calculated for each of the current and proposed surveys’ questions (see appendix B, tables B1–B4). Any language-other-than-English response (e.g., Spanish, Tagalog, Vietnamese), including responses that gave multiple non-English languages and those that included English along with a language other than English, was counted either as one language-other-than-English response for a question or as a “both” response, depending on the analysis. For the current survey, the number of responses of English, a language other than English, or “both” could range from 0 to 3. For the proposed survey, the number of each of these types of responses could range from 0 to 14.

To calculate the predictive accuracy rate in addressing research question 1, researchers determined whether each potential English learner student who took the initial CELDT achieved scores on that assessment that designated them as English proficient or not English proficient. The criteria for determining English proficiency are described in appendix A, and the specific grade-level cut scores for English proficiency are available on the California Department of Education website (California Department of Education, 2015c). Students whose initial CELDT scores did not meet the English-proficient cut score for the grade level to which they were registering were classified as English learners. The predictive accuracy rate is the percentage of potential English learner students—those who were identified as potential English learners based on the survey results—who did not score proficient on the initial CELDT (cell 2 in figure 1). The minimum number of language-other-than-English responses on the survey that were needed for the student to be identified as a potential English learner is referred to as the “decision rule.”⁶ For example, the decision rule for the current survey is that if the parent or guardian gives an answer of a language other than English for one or more of the questions, the student is considered a potential English learner. Researchers calculated a predictive accuracy rate for different potential decision rules for each survey. For example, if the parents or guardians of 200 students gave the number of language-other-than-English responses that designated these students as potential English learners (by the given decision rule), and 150 of these 200 potential English learners did not score proficient on the initial CELDT, then the predictive accuracy rate of that decision rule would be 75 percent (150/200).

For the current survey, this study uses the term “predictive accuracy rate” because every student in the analytic sample whom the current survey identified as a potential English learner was administered the initial CELDT. For the proposed survey, this study uses the term “estimated predictive accuracy rate” because the English proficiency score (as determined by the initial CELDT) could not be determined for all of the students who were potential English learners as determined by the proposed survey. Not all of the students whose parents or guardians gave a language-other-than-English response (either alone or in

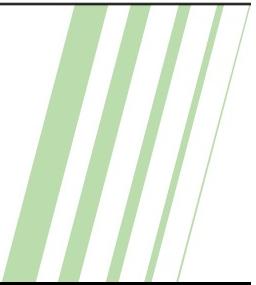
⁶ Other types of decision rules are also possible, such as decision rules based on response patterns to various subgroups of questions. This type of analysis was not feasible with the current data, but such an analysis should be considered in any follow-up study.



addition to English) on the proposed survey were administered the initial CELDT.⁷ These students are the ones whose parents or guardians responded with an answer of English to all of the questions on the current survey (so the students were designated as monolingual English speakers), while their parents or guardians gave at least one language-other-than-English answer on the proposed survey.

At the outset, it is important to note two limitations to this study that are discussed in more detail in the “Limitations of the study” section later in this report. First, as previously mentioned, students only took the initial CELDT if their parents or guardians gave a language-other-than-English answer on the current survey. As a result, there is no way to ascertain from the data whether the additional questions and the difference in the wording in the proposed survey would increase the extent to which students in need of English learner services would be accurately identified. Second, this study was not designed to determine the validity and reliability of the initial CELDT in classifying students as English learners or as initial fluent English proficient. The findings described in the following sections should be interpreted with these limitations in mind.

⁷ This proposed survey rate is described as an “estimate” because the rate is likely to be different than the one that would be observed in a typical administration of the proposed survey. The students who would have been given the initial CELDT based on the proposed survey, but were not given it in this current study—those whose parents or guardians answered only English on the current survey but had one or more language-other-than-English answers on the proposed survey—may be systematically different than those students whose initial CELDT results were analyzed in this study. As such, the predictive accuracy among this sample is not necessarily fully indicative of the rate that would be observed among the full sample of students who were administered the proposed survey in this study or the rate that would be observed in the population as a whole if the proposed survey were implemented and all the students identified as potential English learners were assessed with the initial CELDT.



What the study found

This study found that the current survey had a high degree of predictive accuracy. Ninety percent of students identified by the current survey as potential English learners were subsequently classified as English learners by the initial CELDT. The proposed survey identified approximately 14 percent more students as potential English learners than the current survey and had a slightly lower level of predictive accuracy. In addition, a greater percentage of respondents gave multilingual responses—both English and a language-other-than-English answered for the same question—on the proposed survey than on the current survey.

Predictive accuracy rates for the home language surveys

Both surveys had high accuracy in identifying English learners. Nearly all the students identified as potential English learners, whether by the current survey or by the proposed survey, did not score proficient on the initial CELDT and were classified as English learners.

Just over 90 percent of students who were identified as potential English learners by the current survey were designated as English learners by the initial CELDT.

The present decision rule for the current survey is that at least one answer of a language other than English determines that a student is a potential English learner and therefore should be given the initial CELDT. Using the present decision rule for the current survey, 90.4 percent of the students who were identified as potential English learner students were subsequently classified as English learners because they scored below the performance standard for proficient on the initial CELDT (table 1).

Increasing the threshold of the decision rule for the current survey to two or more language-other-than-English responses or to language-other-than-English responses for all three questions made less than a one-percentage-point increase in the survey's predictive accuracy rate (table 1). Increasing the decision rule threshold for the current survey also resulted in fewer students who were identified as potential English learners. Almost 90 percent of those students thus not identified as potential English learners did not score proficient on the initial CELDT. For example, increasing the decision rule threshold to two or more language-other-than-English answers resulted in a predictive accuracy rate increase of 0.5 percentage points (from 90.4 percent to 90.9 percent); however, 24 fewer students were identified as potential English learners. Of those 24 students, 21 (87.5 percent) did not score proficient on the initial CELDT and would have been classified as English learners.

Table 1. Percent of potential English learner students who were classified as English learners, by decision rule threshold for the current survey (n = 167)

Decision rule	Classification rate (percentage)	Potential ELs not identified ^a (n)	Classification rate of ELs not identified ^b (percentage)
≥ 1 LOTE ^c	90.4	0	0.0
≥ 2 LOTE	90.9	24	87.5
= 3 LOTE	91.0	45	88.9

Notes: LOTE = language other than English; ELs = English learner students.

a. Column 3 shows the number of students not identified as potential English learner students when the decision threshold is increased compared to the decision rule of at least one LOTE answer.

b. Column 4 shows the initial CELDT classification rate of those students not identified as potential English learner students because of the higher-threshold decision rule.

c. Greater than or equal to 1 LOTE is the current decision rule.

Source: Authors' analysis of home language survey and initial CELDT test data of newly registering students in participating California districts, 2015.

On the proposed survey, parents or guardians needed to answer at least four questions with a language other than English for the survey to have an estimated predictive accuracy rate equal to that of the current survey.

The current survey with a decision rule of one or more language-other-than-English answers has a predictive accuracy rate of 90.4 percent (table 1). For the proposed survey to equal this rate of accurately designating which potential English learner students will be classified as English learners by the initial CELDT, parents or guardians in this study had to give language-other-than-English answers (indicating a language other than English either alone or in addition to English) on at least 4 questions out of the 14 (table 2). At most, the proposed survey had an estimated predictive accuracy rate of 95.8 percent (≥ 13 LOTE) for predicting which potential English learners would be classified as English learners by the initial CELDT. This estimated predictive accuracy rate was 5.4 percentage points higher than the predictive accuracy rate of the current survey using the present decision rule of one or more language-other-than-English answers. However, this higher-threshold decision rule resulted in 90 fewer students identified as potential English learners (98 at ≥ 13 LOTE minus 8 at ≥ 4 LOTE). Of those 90 students, 79 (87.8 percent) did not score proficient on the initial CELDT and would have been classified as English learners.

Using the lower-threshold decision rule for the proposed survey (≥ 1 LOTE) resulted in an estimated predictive accuracy rate of 89.3 percent, which was 1.1 percentage points below the predictive accuracy rate of the current survey with its current decision rule.

Table 2. Estimated percent of potential English learner students who were classified as English learners, by decision rule threshold for the proposed survey (n = 122)

Decision rule	Classification rate (percentage)	Potential ELs not identified ^a (n)	Classification rate of ELs not identified ^b (percentage)
≥ 1 LOTE	89.3	0	0.0
≥ 2 LOTE	90.1	1	0.0
≥ 3 LOTE	89.7	5	80.0
≥ 4 LOTE ^c	90.4	8	75.0
≥ 5 LOTE	92.1	21	76.2
≥ 6 LOTE	92.5	29	79.3
≥ 7 LOTE	93.0	36	80.6
≥ 8 LOTE	93.6	44	81.8
≥ 9 LOTE	95.6	54	81.5
≥ 10 LOTE	94.7	65	84.6
≥ 11 LOTE	95.3	79	86.1
≥ 12 LOTE	94.4	86	87.2
≥ 13 LOTE	95.8	98	87.8
= 14 LOTE	94.1	105	88.6

Notes: LOTE = language other than English; ELs = English learner students.

a. Column 3 shows the number of students not identified as potential English learner students when the decision threshold is increased compared to the decision rule of at least one LOTE answer.

b. Column 4 shows the initial CELDT classification rate of those students not identified as potential English learner students because of the higher-threshold decision rule.

c. Greater than or equal to 4 LOTE is the estimated classification rate that first equals or exceeds that of the current home language survey with its current decision rule.

Source: Authors' analysis of home language survey and initial CELDT test data of newly registering students in participating California districts, 2015.

Response patterns on the home language surveys

The findings in this section show that the proposed survey was more sensitive and detailed than the current survey in identifying student use of and exposure to languages other than English.

Compared to the current survey, the proposed survey identified a greater percentage of students as potential English learners, including potential multilingual students.

Approximately a third ($27.6 + 6.4 = 34.0$ percent) of the parents or guardians gave at least one language-other-than-English answer to the first three questions on the current survey—indicating either only a language other than English or both English and a language other than English, both of which identified the student as a potential English learner (table 3). Nearly two-thirds of the students with completed current surveys, therefore, had all answers of only English. These students were initially identified (and therefore officially classified)⁸ as monolingual English speakers. For the proposed survey, the parents or guardians of almost half ($8.4 + 39.9 = 48.3$ percent) of the students gave at least one answer (out of the total 14 survey questions) of either a language other than English or both English and a language other than English (table 4), which would have identified these students as potential English learners if using the lowest-threshold decision rule. The parents or guardians of just over half of the students gave answers of only English to all the survey questions, which would have initially identified (and therefore classified) these students as monolingual English speakers.

Table 3. Number and percent of response groupings to questions 1–3 on the current survey (n = 471)

Response group	Identification	n	Percent
English only (LOTE = 0)	Monolingual English speaker	311	66.0
English or LOTE (≥ 1) only	Potential English learner	130	27.6
Both English and LOTE (≥ 1)	Potential English learner	30	6.4

Notes: The surveys analyzed here are the complete current home language surveys for students who also had a complete proposed home language survey, regardless of whether the students had initial CELDT scores.
LOTE = language other than English.

Source: Authors' analysis of home language survey and initial CELDT test data of newly registering students in participating California districts, 2015.

⁸ Students whose parents or guardians responded with answers of only English on all the survey questions receive an initial identification as monolingual English speakers. Since these students do not take the initial CELDT, such identification also serves as classification of these students as monolingual English speakers.

Table 4. Number and percent of response groupings to questions 1–14 on the proposed survey (n = 511)

Response group	Identification	n	Percent
English only (LOTE = 0)	Monolingual English speaker	264	51.7
English or LOTE (≥ 1) only	Potential English learner	43	8.4
Both English and LOTE (≥ 1)	Potential English learner	204	39.9

Notes: The surveys analyzed here are the complete proposed home language surveys regardless of whether the students had a complete current home language survey or initial CELDT scores. LOTE = language other than English.

Source: Authors' analysis of home language survey and initial CELDT test data of newly registering students in participating California districts, 2015.

The proposed survey also identified a greater percentage of potential multilingual students—those who potentially are fluent in English and one or more other languages—than did the current survey. These multilingual students would be a subset of the students who are identified as potential English learners under the current decision rule. The current decision rule treats as equivalent an answer of only a language other than English and an answer of both English and a language other than English. Under the current decision rule, either of these types of responses is treated as simply a language-other-than-English response and results in the student being identified as a potential English learner. The proposed survey's question cluster 1 (questions 1a–1d) asks which language or languages the student currently understands, speaks, reads, and writes. In responding to these questions as well as to the predominant-language questions in clusters 2 and 3, nearly 40 percent of the parents and guardians answered one or more questions with both English and a language other than English (table 4). In contrast, on the current survey, which asks only for the student's predominant language, 6.4 percent of the parents and guardians answered one or more questions with both English and a language other than English (table 3).

Nearly one-fourth of the students who were classified as monolingual English speakers by the current survey would have been identified as potential English learners by the proposed survey.

There were 471 students who had both a fully complete current survey and a fully complete proposed survey.⁹ The parents or guardians of 311 of these 471 students (66 percent) gave only English answers on the current survey, and these 311 students were classified as monolingual English speakers (table 5). However, on the proposed survey, parents or guardians of 77 of these 311 students (24.8 percent) gave a language-other-than-English answer to one or more questions. Therefore, between some and all of these 77 students would have been identified as potential English learners by the proposed survey, depending on the decision rule being used.

⁹ There were 692 students who had at least a partially complete proposed survey; however, only 471 students had both a fully complete proposed survey and a fully complete current survey. The remaining students completed only part of one or both surveys. See appendix A for more details.



On the other hand, on the proposed survey, parents or guardians of 243 students (48.4 percent) gave answers of only English to all questions. In addition, for 9 of the 243 students (3.7 percent), their parents or guardians gave only English responses on the proposed survey—which would have designated these students as monolingual English speakers—but their parents or guardians also answered with at least one language-other-than-English response on the current survey (table 5).

In sum, assuming the same decision rule as presently used with the current survey (i.e., one or more languages other than English), the proposed survey would have resulted in an additional 68 students (77 minus 9), or 14.4 percent more, being identified as potential English learner students.

**Table 5. Comparison of responses to proposed and current surveys
(n = 471)**

Current survey	Proposed survey		
	Language other than English n (percentage)	English only n (percentage)	Total n
Language other than English	151 (94.4)	9 (5.6)	160
English only	77 (24.8)	234 (75.2)	311
Total	228	243	471

Note: The percentage in parentheses is the percent of n for each row.

Source: Authors' analysis of home language survey and initial CELDT test data of newly registering students in participating California districts, 2015.

Almost two-thirds of the additional 77 students who would have been identified as potential English learners with the proposed survey had one to three answers of a language other than English.

Of the 77 students who were designated as monolingual English speakers by the current survey but as potential English learners by the proposed survey, 48 (62.4 percent) had 1–3 language-other-than-English answers from their parents or guardians on the proposed survey (table 6).¹⁰ Only 4 of these 77 students (5.2 percent) had 10 or more language-other-than-English answers. None of these students had exactly 9, 13, or 14 language-other-than-English answers on the proposed survey.

¹⁰ As previously mentioned, these 77 students were not administered the initial CELDT because they were identified as monolingual English speakers due to answers of only English on the current survey.

Table 6. Number and percent of students for whom only English was indicated on the current survey and for whom a language other than English was indicated on the proposed survey

Group	n	Percentage
1 LOTE	21	27.3
2 LOTE	17	22.1
3 LOTE	10	13.0
4 LOTE	6	7.8
5 LOTE	5	6.5
6 LOTE	6	7.8
7 LOTE	3	3.9
8 LOTE	5	6.5
9 LOTE	0	0.0
10 LOTE	2	2.6
11 LOTE	1	1.3
12 LOTE	1	1.3
13 LOTE	0	0.0
14 LOTE	0	0.0
Total	77	100.0

Note: LOTE = language other than English.

Source: Authors' analysis of home language survey and initial CELDT test data of newly registering students in participating California districts, 2015.

On the proposed survey, a greater percentage of students who scored proficient on the initial CELDT than those who did not score proficient had parents or guardians who responded to at least one question with an answer of both English and a language other than English.

Of the 122 students who had a complete proposed survey and an initial CELDT score, 13 scored proficient on the initial CELDT and were classified as initial fluent English proficient (table 7). The remaining 109 students did not score proficient on the initial CELDT and were classified as English learners. Every one of the 13 students classified as initial fluent English proficient had a proposed survey with at least one question with an answer of both English and a language other than English. Of the 109 students classified as English learners, just over two-thirds had parents or guardians who responded to at least one question with an answer of both English and a language other than English. Just under a third did not have a "both" answer.

Table 7. Number and percent of responses to questions 1–14 on the proposed survey by all students and by English learner classification group

Response group	Initial fluent English proficient		English learners		All students	
	n	Percentage	n	Percentage	n	Percent
No responses of both English and LOTE	0	0.0	33	30.3	33	27.0
At least one response of both English and LOTE	13	100.0	76	69.7	89	73.0
Total	13	100.0	109	100.0	122	100.0

Notes: LOTE = language other than English. None of the proposed home language surveys in this sample had all answers of only English because these students did not take the initial CELDT.

Source: Authors' analysis of home language survey and initial CELDT test data of newly registering students in participating California districts, 2015.

Examining, at the level of individual questions, the survey responses of the 13 initial fluent English proficient students shows a difference between the languages that the students understood and spoke and those in which they could read and write (table 8). On questions 1a (languages understood) and 1b (languages spoken), the vast majority of the responses on the proposed survey indicated both English and a language other than English (92.3 and 84.6 percent, respectively). Out of 8 students whose survey responses indicated that they could read and write (questions 1c and 1d), 7 (87.5 percent) had survey responses indicating only English, and 1 student's survey responses indicated both English and a language other than English. (This last point covers only 8 of the 13 initial fluent English proficient students because the parents or guardians of the other 5 students chose "not applicable" for the relevant survey questions, 1c and 1d.)

Table 8. Number and percent of responses to individual questions on the proposed survey for students classified as initial fluent English proficient (n = 13)

Question	Language other than English		English only		Both		Not applicable	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
1a	1	7.7	0	0.0	12	92.3	0	0.0
1b	0	0.0	2	15.4	11	84.6	0	0.0
1c	0	0.0	7	53.8	1	7.7	5	38.5
1d	0	0.0	7	53.8	1	7.7	5	38.5
2a	2	15.4	6	46.2	5	38.5	0	0.0
2b	1	7.7	8	61.5	3	23.1	1	7.7
2c	3	23.1	3	23.1	6	46.2	1	7.7
2d	0	0.0	11	84.6	2	15.4	0	0.0
2e	1	7.7	8	61.5	4	30.8	0	0.0
3a	7	53.8	2	15.4	4	30.8	0	0.0
3b	2	15.4	8	61.5	2	15.4	1	7.7
3c	5	38.5	3	23.1	4	30.8	1	7.7
3d	0	0.0	11	84.6	2	15.4	0	0.0
3e	0	0.0	9	69.2	4	30.8	0	0.0

Source: Authors' analysis of home language survey and initial CELDT test data of newly registering students in participating California districts, 2015.

Implications and next steps

The study findings support four implications for policy, administrative practice, and future research.

First, there appears to be little room for improvement in the predictive accuracy rate of the current survey; just above 90 percent of students identified by the current survey as potential English learners—using the decision rule of one or more responses of a language other than English—were confirmed as English learners on the initial California English Language Development Test (CELDT) (table 1). Increasing the decision rule threshold—by requiring two or more language-other-than-English responses to identify a student as a potential English learner—resulted in only very small improvements in predictive accuracy. Increasing the decision rule threshold also had the adverse effect of reducing identification rates of potential English learners—the students who should then be directed to take the initial CELDT. For the current survey, a decision rule that required students to have a language-other-than-English response for all three questions produced the highest predictive accuracy rate, 91.0 percent. For the proposed survey, the highest estimated predictive accuracy rate was 95.8 percent, for a decision rule requiring 13 or more language-other-than-English answers (table 2). However, these higher-threshold decision rules resulted in fewer students being identified as potential English learners. Further, the vast majority of these “non-identified” students did not score proficient on the initial CELDT and would have been (or were) classified as English learners. A higher-threshold decision rule, either for the current survey or for the proposed survey, does not appear to be an optimal alternative to the status quo.

Second, there appears to be some room for improvement in the percentage of students identified as potential English learners. The current survey may be misidentifying students as monolingual English speakers who actually should be flagged as potential English learners. Students identified as potential English learners on the survey would then be administered the initial CELDT to determine whether they should be classified as English learners. The proposed survey identified more students as potential English learners than the current survey: Using the least stringent decision rule, 77 students (or 16.3 percent of the total sample of 471 students) were not identified as potential English learners by the current survey but were identified as potential English learners by the proposed survey (tables 5 and 6). However, these 77 students did not take the initial CELDT, so researchers were not able to determine what percentage of these students would have been subsequently confirmed as English learners (see the “Limitations of the study” section of this report). However, the possibility that some or perhaps most of these students would be classified as English learners may warrant more extensive research. For example, extending the administration of the initial CELDT to just this additional subgroup of students—students identified as potential English learners by the proposed survey but not by the current one—may be a logically feasible way to gather the data needed to determine the actual predictive accuracy rate of the proposed survey for the students that it additionally identifies as potential English learners.

The proposed survey may also enable the identification of potential multilingual students who are fluent in English as well as in one or more other languages. Identifying such

students might help to reduce the percentage of potential English learner students who are assessed and score proficient on the initial CELDT. By doing so, the proposed survey could reduce the probability of false positives on the initial CELDT (see figure 1, cell 1). The proposed survey prompted parents and guardians to report multiple, rather than just predominant, language use. On the proposed survey, the parents or guardians of nearly 40 percent of the students answered one or more questions with a response of both English and a language other than English (table 4). By comparison, only 6 percent of the respondents on the current survey gave a “both” response to one or more of its questions (table 3). Importantly, analyses of response patterns on the proposed survey for the initial fluent English proficient students might provide details for determining more nuanced decision rules. Such decision rules might be used to identify students as potentially multilingual and then to distinguish between those who are more likely to be potential English learners and those who are more likely to be fluent in English as well as one or more other languages.

Third, there is some evidence, previously described, that the proposed survey could be an improvement on the current survey. However, to completely determine the predictive accuracy of both the current survey and the proposed survey, a more extensive and systematic study is needed. Such a study should include a larger, more representative sample of students from across the state, and all students in the sample should take the initial CELDT, regardless of their parents’ and guardians’ survey responses.¹¹ With this additional data, the study could determine the predictive accuracy for all subgroups of responses, including those for students whose parents or guardians responded with an answer of English to all questions on one or both surveys. Further, the additional data would also allow for more detailed analyses, such as a logistic regression to determine the probability of a student being classified as an English learner by various answer combinations.

Finally, additional research should likely also include evidence of the feasibility of implementation. Information about how the new proposed survey compares to the current survey in terms of the burden on respondents and on the school and district staff who administer the surveys will assist in determining whether additional gains in precision are worth any additional administrative costs.

¹¹ Another option would be to conduct a study in which students are given the initial CELDT if their parents or guardians indicate a language other than English in responding to one or more questions on either the current or a proposed survey.

Limitations of the study

Limitations due to data availability and possible classification errors by the initial CELDT may affect the findings of this study. Educators and policymakers should be cautious when they interpret these findings and apply them to other contexts.

First, this study utilized a convenience sample, not a representative sample, of California students. The study sample was composed of students from schools that only contained grades K–6, that had English learner student concentrations of at least 25 percent during 2014/15, and that agreed to participate in the study. There were no student participants from grades 7–12.

Second, the sample size is small. Only 180 students had initial CELDT scores, and fewer than that number also had complete current or proposed surveys. Further, the vast majority of the student participants, approximately 70 percent, were students registering for kindergarten. While students registering for kindergarten are likely the majority of newly registering students in any school year, the small number of participating students in grades 1–6 and the lack of participants in grades 7–12 precluded researchers from determining whether the findings would vary across grade or school levels.

Third, the participating schools administered the initial CELDT only to students who met the decision-rule criterion on the current survey. Researchers could not administer the initial CELDT to the 77 students who were identified as potential English learners by the proposed survey but not by the current survey. Further, researchers could not administer the initial CELDT to students for whom English was the only answer given on the current survey or on the proposed survey. As a result, this study could only determine the classification rate of students who were potential English learners as identified by the current survey. Moreover, the predictive accuracy estimates for the proposed survey are based on a different population than the population of students who would have taken the initial CELDT if the proposed survey had been the required survey. As such, the estimates of predictive accuracy for the proposed survey likely differ from those that would be seen under regular implementation.

The fourth limitation concerns possible issues with the validity and reliability of the initial CELDT, as with any English language proficiency assessment, in classifying students as English learners. This study describes the relationship between the identification of students as potential English learners and their subsequent scores on the initial CELDT. It does not determine whether the initial CELDT accurately and consistently determines English language proficiency levels. For example, the predictive accuracy rates of both the current survey and the proposed survey could be due to the initial CELDT being so difficult that very few students can score at the English-proficient level, even fluent English speakers. Indeed, a study undertaken for the California Department of Education in 2011 found that kindergarten and grade 1 monolingual English-speaking students scored not-proficient on the CELDT at rates that approximated those of potential English learner students (California Department of Education, 2011). The availability of complete data for students



who were identified as monolingual English speakers as well as for students who were identified as potential English learners by the surveys, as previously noted in the third implication, could enable analyses that begin to determine the accuracy and consistency of the initial CELDT (or any future assessment used to gauge initial English language proficiency) for all subgroup classifications.

Appendix A. Analytic samples and methodology

This appendix describes the construction of the analytic samples and explains how the data were analyzed.

Analytic samples

This study analyzed student data for the 2015/16 school year. The study used a convenience sample. The two criteria for a school to be eligible for participating in the study were (1) at least 25 percent of the school's students were English learner students during the 2014/15 school year, and (2) the school's staff members were willing and able to administer the additional proposed survey and to provide the requisite data.

The study sample was composed of 15 schools in 5 California districts. The schools only contained grades K–6. There were no student participants from grades 7–12.

The analytic sample included students who—during March to August 2015—newly registered in the 15 participating schools for the 2015/16 school year. The vast majority of these students were registering for kindergarten. There were slight variations in the proportion of the sample registering for each grade level, depending on the analysis being done, as some of the study's analyses used different subgroups from among the total sample of students eligible for the study. See table A1 for the proportion of each grade level included in analyses of the responses on the complete proposed survey.

Table A1. Number and percent of student participants with complete proposed surveys, by grade level

Grade	n	Percentage
K	367	71.8
1	37	7.2
2	27	5.3
3	20	3.9
4	21	4.1
5	16	3.1
6	8	1.6
NG	15	2.9
Total	511	100

Note: NG means “no grade” recorded for the student’s proposed home language survey.

Source: Authors’ analysis of home language survey for newly registering students in participating California districts, 2015.

For research question 1, the analytic sample for the predictive accuracy rate of the current survey included students with complete initial CELDT results and a complete current survey; a complete current survey had answers to all of the first three questions. The analysis for the predictive accuracy rate of the proposed survey included students with complete initial CELDT results and a complete proposed survey; a complete proposed survey had answers to all of the 14 questions. For each survey, students were excluded from the analytic sample if the parents or guardians left any of the questions blank (see table A2).

For research question 2, the analytic sample for the current survey included students with a complete current survey. The analysis of the proposed survey included students with a complete proposed survey. Again, for each survey, students were excluded from the analytic sample if the parents or guardians left any of the questions blank (see table A2).

Table A2. Number and percent of students in each step to determine analytic sample, by research question

Step	Sample category	Research question 1		Research question 2	
		n	Percentage	n	Percentage
Start point	Number of students with proposed survey	692	100	692	100
Step 1	Number of students with complete proposed survey on all 14 questions	511	74	511	74
Step 2	Number of students with complete proposed survey and current survey	471	68	471	68
Step 3	Number of students with initial CELDT results	180	26		
End point	Analytic sample				
	Number of students with complete proposed survey and initial CELDT results	122	18		
	Number of students with complete current survey and initial CELDT results	167	24		

Note: CELDT = California English Language Development Test

Source: Authors' analysis of home language survey and initial CELDT test data of newly registering students in participating California districts, 2015.

Analysis methods

This study was conducted using descriptive analyses.

To address research question 1, the analytic sample was restricted to students who had initial CELDT results and either a complete proposed survey or a complete current survey, depending on which survey was the focus of the analysis. The number of students, classification rate, number of potential English learners not identified due to changes in decision rules, and classification rate for the unidentified potential English learners were calculated for students who scored below proficient on the initial CELDT by the minimum number of responses indicating a language other than English on the current survey

or by the minimum number of language-other-than-English responses on the proposed survey, depending on which survey was the focus of the analysis. For the current survey, “ ≥ 1 language other than English” indicates that the parents or guardians gave at least one language-other-than-English answer in response to the first three questions; “ ≥ 2 language other than English” indicates that the parents or guardians gave language-other-than-English answers to two or more of the first three questions; and “ ≥ 3 language other than English” indicates that the parents or guardians gave language-other-than-English answers to all three questions. For the proposed survey, “ ≥ 1 language other than English” indicates that the parents or guardians gave at least one language-other-than-English answer in response to the 14 questions; “ ≥ 2 language other than English” indicates that the parents or guardians gave language-other-than-English answers to two or more of the 14 questions; and so forth.

Classification rates, or predictive accuracy rates, were determined by the percent of students identified as potential English learners (according to one of the surveys) who did not score at the standard for proficient on the initial CELDT for the grade level for which they were registering. The initial CELDT is composed of four subtests in listening, speaking, reading, and writing. Students receive a score for each subtest and an overall score. In grades 2–12, the overall score is the average of the four subtest scores. In grades K–1, the overall score is weighted as 45 percent each for listening and speaking, and 5 percent each for reading and writing (California Department of Education, 2015b). In California, there are five English language proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. For grades K–1, to score at the standard for proficient on the initial CELDT, a student must have an overall score of early advanced (level 4) or higher and listening and speaking scores of intermediate (level 3) or higher (California Department of Education, 2015a). For grades 2–12, to score at the standard for proficient on the initial CELDT, a student must have an overall score of early advanced (level 4) or higher, and must have scores of intermediate (level 3) or higher on all four subtests (California Department of Education, 2015a). Students identified as potential English learners (according to one of the surveys) who score below the English-proficient standard on the initial CELDT are classified as English learners. Students identified as potential English learners who score at the English-proficient standard on the initial CELDT are classified as initial fluent English proficient (IFEP). The cut scores for each English language proficiency level for each subtest and for the overall score are available on the California Department of Education website (2015c).

To address research question 2, researchers determined the distribution (that is, number and percent) of parent and guardian responses for the 14 questions on the proposed survey and for the four questions on the current survey (see appendix B, tables B1 and B2) for the whole sample, regardless of missing data ($n = 692$). The number and percent were also calculated for the analytic sample with complete proposed survey data ($n = 511$) and for the students with both complete proposed survey and current survey data ($n = 471$) (see appendix B, tables B3 and B4). For research question 2, the researchers also used crosstabs to compare the number and percentage of current and proposed surveys that had responses indicating only English or at least one language-other-than-English response. From those crosstabs, researchers identified 77 students for whom the current survey had answers of only English but the proposed survey had at least one language-other-than-English answer. The researchers then further described the responses on the proposed survey by the number and percent of language-other-than-English responses for each of the 14 questions.

Appendix B. Additional findings

Table B1. Responses on the current survey, both complete and incomplete, by question (n = 692)

Current survey question number	Language other than English n (percentage)	English only n (percentage)
1	206 (31.9)	439 (68.1)
2	173 (26.8)	473 (73.2)
3	186 (28.8)	460 (71.2)
4	228 (35.3)	418 (64.7)

Source: Authors' analysis of current survey data for newly registering students in participating California districts, 2015.

Table B2. Responses on the proposed survey, both complete and incomplete, by question (n = 692)

Proposed survey question number	Language other than English n (percentage)	English only n (percentage)	Not applicable n (percentage)
1a	275 (39.8)	415 (60.1)	1 (0.1)
1b	239 (34.7)	446 (64.8)	3 (0.4)
1c	78 (14.0)	313 (56.0)	168 (30.0)
1d	72 (12.9)	329 (59.2)	155 (27.9)
2a	217 (31.5)	470 (68.2)	2 (0.3)
2b	140 (20.8)	491 (73.1)	41 (6.1)
2c	204 (30.7)	442 (66.5)	19 (2.9)
2d	82 (12.4)	526 (79.7)	52 (7.9)
2e	158 (23.3)	520 (76.6)	1 (0.1)
3a	269 (39.1)	418 (60.8)	1 (0.1)
3b	153 (22.8)	474 (70.6)	44 (6.6)
3c	221 (33.4)	422 (63.7)	19 (2.9)
3d	81 (12.2)	532 (80.2)	50 (7.5)
3e	160 (23.8)	511 (76.2)	0

Source: Authors' analysis of proposed survey data for newly registering students in participating California districts, 2015.



**Table B3. Responses on complete current surveys only, by question
(n = 471)**

Current survey question number	Language other than English n (percentage)	English only n (percentage)	Not applicable n (percentage)
1	147 (31.2)	324 (68.8)	
2	118 (25.1)	353 (74.9)	
3	127 (27.0)	344 (73.0)	
4	166 (35.2)	305 (64.8)	

Source: Authors' analysis of current survey data for newly registering students in participating California districts, 2015.

**Table B4. Responses on complete proposed surveys only, by question
(n = 511)**

Proposed survey question number	Language other than English n (percentage)	English only n (percentage)	Not applicable n (percentage)
1a	202 (39.5)	308 (60.3)	1 (0.2)
1b	177 (34.6)	331 (64.8)	3 (0.6)
1c	58 (11.4)	299 (58.5)	154 (30.1)
1d	59 (11.5)	315 (61.6)	137 (26.8)
2a	154 (30.1)	355 (69.5)	2 (0.4)
2b	106 (20.7)	374 (73.2)	31 (6.1)
2c	152 (29.7)	344 (67.3)	15 (2.9)
2d	68 (13.3)	400 (78.3)	43 (8.4)
2e	116 (22.7)	394 (77.1)	1 (0.2)
3a	197 (38.6)	314 (61.4)	0 (0.0)
3b	116 (22.7)	360 (70.5)	35 (6.8)
3c	168 (32.9)	327 (64.0)	16 (3.1)
3d	67 (13.1)	401 (78.5)	43 (8.4)
3e	119 (23.3)	329 (76.7)	0 (0.0)

Source: Authors' analysis of proposed survey data for newly registering students in participating California districts, 2015.

Appendix C. Spanish-language version of the proposed home language survey questions

Figure C1. Spanish-language version of the proposed home language survey questions

- 1.a. **En la actualidad**, ¿cuál es el idioma/cuáles son los idiomas que su hijo/a **entiende**?
- 1.b. **En la actualidad**, ¿cuál es el idioma/cuáles son los idiomas que su hijo/a **habla**?*
- 1.c. **En la actualidad**, ¿cuál es el idioma/cuáles son los idiomas que su hijo/a **lee**?
(no es aplicable)
- 1.d. **En la actualidad**, ¿cuál es el idioma/cuáles son los idiomas que su hijo/a **escribe**?
(no es aplicable)
- 2.a. ¿Cuál es el idioma que **utiliza** su hijo/a con más frecuencia en casa con los padres/tutores
- 2.b. ¿Cuál es el idioma que **utiliza** su hijo/a con más frecuencia en casa con los hermanos? (no es aplicable)
- 2.c. ¿Cuál es el idioma que **utiliza** su hijo/a con más frecuencia en casa con otros miembros de la familia/los cuidadores? (no es aplicable)
- 2.d. ¿Cuál es el idioma que **utiliza** su hijo/a con más frecuencia en la escuela o en el pre-escolar? (no es aplicable)
- 2.e. ¿Cuál es el idioma que **utiliza** su hijo/a con más frecuencia fuera de casa y de escuela con sus amigos y otras personas?
- 3.a. ¿Cuál es el idioma que **oye*** su hijo/a con más frecuencia en casa con los padres/tutores?
- 3.b. ¿Cuál es el idioma que **oye** su hijo/a con más frecuencia en casa con los hermanos? (no es aplicable)
- 3.c. ¿Cuál es el idioma que **oye** su hijo/a con más frecuencia en casa con otros miembros de la familia/los cuidadores? (no es aplicable)
- 3.d. ¿Cuál es el idioma que **oye** su hijo/a con más frecuencia en la escuela o en el pre-escolar? (no es aplicable)
- 3.e. ¿Cuál es el idioma que **oye** su hijo/a con más frecuencia fuera de casa y de la escuela con sus amigos y otras personas?

* Para los usuarios del American Sign Language (ASL) (Lenguaje de Señas Americana), “hablar” significa utilizar el ASL

** Para los usuarios del American Sign Language (ASL) (Lenguaje de Señas Americana), “oír” significa ver los signos del ASL.

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